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Department of Education

SUPPLEMENT TO CIRCULAR 23

SPECIAL REGULATIONS AND COURSES OF STUDY

OF THE

University of Ottawa Normal School

FOR

INTERIM FIRST CLASS AND
INTERIM SECOND CLASS CERTIFICATES

PRINTED BY ORDER OF
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IMPORTANT NOTICE

Before an applicant is finally admitted to a Normal School, he must pass a physical examination conducted by a medical examiner appointed by the Minister of Education. The medical examination, for which a fee of $2.00 shall be paid by the applicant, will be given at the Normal Schools a few days before or after the opening of the term. The applicant will be given due notice of the time and place at which he is to present himself for the medical examination.

Applicants who are found to suffer from a physical condition not sufficiently serious to prevent their present entry into the teaching profession, but which condition in the course of time is likely to become aggravated, shall be required to sign a document waiving their right to be considered for a pension in case of retirement because of disability.

In the event of the rejection of the applicant in consequence of the medical examination the Department of Education will refund (1) the medical examination fee of $2.00; (2) the actual cost of transportation both ways between the Normal School and the applicant's home; (3) a sum for board and lodging equal to 70c. a day from the date of the opening of the Normal School until the date on which the applicant was notified of his exclusion by the Principal of the Normal School.

SPECIAL REGULATIONS, COURSES OF STUDY, AND EXAMINATIONS

LOCATION

1. The course for Interim First Class and Interim Second Class certificates, valid in schools which are attended by French-speaking pupils and in which French is a subject of instruction with the approval of the Minister of Education, is given at the University of Ottawa Normal School at Ottawa and the Separate Schools which are used as practice schools in connection therewith.

CONDITIONS OF ADMISSION

2.—(1) For admission to the Second Class course an applicant shall submit with his application certificates that he has passed the Departmental requirements under either the former regulations or the present regulations as follows:

Middle School (former regulations):

English (Literature and Composition), French (Literature and Composition), Algebra, Geometry, Canadian History, Ancient History (*or* Art *or* Music).

Middle School (present regulations):

Two-year courses in English (Literature and Composition), French (Literature and Composition), History, Health and Physical Education, Mathematics (Algebra and Geometry), and two-year courses in any *one* of the following: Physics or Agriculture I, Chemistry or Agriculture II, Art, Music, Art and Music (where neither Art nor Music is chosen as a two-year course), Commercial Work, Shop Work or Home Economics, Geography, Latin, Greek, German, Spanish, Italian.

(2) For admission to the First Class course an applicant shall submit with his application *one* of the following:

(a) Certificates that he has passed the Middle and Upper School Departmental examination in the prescribed subjects under former regulations.

(b) A certificate that he holds from a British University a degree approved by the Minister as to standard and content of the courses.

(c) Certificates that he has passed the Upper School Departmental examinations under present regulations and the Middle School Departmental requirements under either the former regulations or the present regulations as follows:

(i) Upper School:
English (Literature and Composition), French (Literature and Composition), History.

Four credits as indicated in brackets after each subject, of which two shall be in the Mathematics *or* in the Sciences *or* in both the Mathematics and the Sciences and two shall be chosen from among Music, the Languages and the remaining Mathematics and Sciences, provided that where a language option is selected standing in both papers (two credits) shall be required.

Ministry of Education, Ontario
Historical Collection

The Mathematics: Algebra (1), Geometry (1), Trigonometry (1);

The Sciences: Botany (1), Zoology (1), Physics (1), Chemistry (1);

The Lauguages: Latin (2), Greek (2), German (2), Spanish (2), Italian (2);

Music: The Grade IX certificate of the Toronto Conservatory of Music or an equivalent certificate approved by the Minister in any practical subject other than Sight-Singing together with the required Theory (1).

(ii) Middle School (former regulations).

Middle School (present regulations.) See Section 2.

NOTE 1.—A certificate of having obtained 40 per cent. on a paper in any of the following Upper School subjects will be accepted in lieu of credit for the corresponding Middle School requirements provided that where a language option has been selected standing in both papers (2 credits) shall be required:

English (Literature and Composition), French (Literature and Composition), Algebra, Geometry, Chemistry, Latin, Greek, French, German, Spanish, Italian.

NOTE 2.—The Grade VIII certificate issued by the Toronto Conservatory of Music in History and Harmony, or in any practical subject, other than Sight-Singing, together with the required Theory, will be accepted in lieu of the Middle School certificate in Music.

NOTE 3.—During the period of the present war (1939-) if the Minister has reason to believe that the number of applicants for admission to the Normal Schools will fall short of the number required to supply the demand for teachers he may at his discretion admit a person otherwise qualified who has standing in English Literature, English Composition, French Literature, French Composition and any other four Upper School papers.

OTHER REQUIREMENTS FOR ADMISSION

(See page 8, Circular 23)

PROGRAMME OF STUDIES

Interim First and Second Class Certificates

3.—(1) The courses of study for Interim First and Second Class certificates shall consist of the following as defined herein and in Circular 23.

Group I—

Science of Education; School Management; English Speech, Reading, and Literature; English Composition, Grammar, and Spelling; French Speech, Reading, and Literature; French Composition, Grammar, and Spelling; Mathematics; Social Studies; the minimum course in the following: Science or Agriculture; Art, Writing, and Music; Health and Physical Training.

Group II—

Observation and Practice-teaching in the various Grades of the urban and rural practice schools.

Group III—

Library Methods, Religious Instruction, and the work of the Literary Society.

(2) Concurrently with the special methodology of the courses, there shall be a review from the standpoint of pedagogy of the academic subjects of the course of study of the Public and Separate Schools.

APPORTIONMENT OF TIME

4. The class-periods, exclusive of observation and practice-teaching, shall be distributed among the various courses for the Interim First and Second Class certificates, approximately as follows: Science of Education, 60; School Management, 40; English Speech, Reading, and Literature, 100; English Composition, Grammar, and Spelling, 100; French Speech, Reading, and Literature, 100; French Composition, Grammar, and Spelling, 100; Mathematics, 70; Social Studies, 70; Science or Agriculture, 30; Art and Writing, 60; Music, 30; Health and Physical Training, 50; Library, 10; Religious Instruction, 30.

FINANCIAL ASSISTANCE

5.—(1) Assistance will be given only for board and travelling expenses of the students who cannot reach the school daily by ordinary means of transportation, such as street cars, buses, commutation tickets on the railroad, etc.

(2) Assistance will be given only in the form of loans, adequately secured, the amount covered by loans to be actual expenditure for board and travelling expenses as certified by the principal, and in no case to exceed 70 cents per diem for board.

(3) Students who have had financial aid for a professional course of one year will not be eligible to receive further loans.

(4) Loans are to be repaid to the Department of Education on the following conditions:

(*a*) The full loan is to be repaid if the students fail to complete courses or to give service as teachers in the schools.

(*b*) Each full year of service will relieve the guarantor of the obligation to pay one-fourth of the loan, so that the loan will be cancelled completely at the end of four years of service.

DETAILS OF THE COURSES

6. For the details of the courses common to the University of Ottawa Normal School and the other Provincial Normal Schools, the teacher-in-training is referred to Circular 23. The courses in Elementary Science, Agriculture and Horticulture, Manual Training, and Home Economics, as given in the other Provincial Normal Schools, are replaced in the University of Ottawa Normal School by courses in French Speech, Reading, and Literature, and French Composition, Grammar, and Spelling. The courses in English Speech, Reading, and Literature, and English Composition, Grammar, and Spelling, outlined below, are to be substituted for the corresponding courses outlined in Circular 23.

COURSES IN FRENCH

DICTION, LECTURE ET LITTERATURE

Diction et lecture en première année.

Préparation des élèves avant de leur enseigner la lecture proprement-dite: exercices de conversation; initiation à la lecture. Emploi de la méthode globale en liaison avec les exercices de langage. Etude du petit manuel de lecture, *Frou-Frou et Fin-Fin* et du *guide pédagogique* à l'usage du maître.

Nécessité de soigner, dès le début, la prononciation, l'articulation, les inflexions et le groupement des mots. Correction des défauts de prononciation.

"La diction est l'art de rendre la parole distincte, correcte, expressive et agréable." Jean Blaize—*Pour bien lire et bien réciter.*

Enseignement du mécanisme de la lecture: méthode analytique-synthétique (tenant à la fois de la méthode globale, de la méthode syllabique et de la méthode phonique). Mots-clés; syllabation; composition de mots nouveaux, au moyen de syllabes connues; composition de phrases au moyen de mots connus. Exercices pratiques pour faire reconnaître rapidement les syllabes et les mots et conduire à la lecture courante. Interprétation du sens de la leçon. La lecture expressive résulte d'une bonne discussion et de l'intelligence du morceau.

Lecture silencieuse et lecture orale. Lectures suppléméntaires dès la première année. Transcription. Corrélation entre la lecture, l'écriture et l'orthographe.

Diction et lecture dans les cours plus avancés.

Eléments essentiels d'une bonne lecture orale: prononciation, articulation, pauses, liaisons, inflexions, vitesse, ton, mise en relief des mots de valeur. Influence de la bonne lecture sur le langage. Valeur d'une bonne lecture dans l'enseignement de la littérature. Méthode à suivre dans la leçon de lecture orale. Faire lire chaque élève devant une classe "qui écoute". L'exemple du maître. Lecture silencieuse. Lecture en choeur: ses avantages, ses dangers.

Le professeur initiera les élèves à l'emploi des livres de lecture approuvés par le ministère de l'Instruction publique.

Littérature.

But de l'enseignement de la littérature: développement intellectuel et moral, développement du goût pour les bonnes lectures.

Choix des morceaux pour les différents cours. Manière d'utiliser et de compléter les livres de lecture des écoles primaires.

La leçon de littérature: méthode analytique-synthétique. Préparation; lecture par le maître; nécessité de savoir lire avec expression pour enseigner la littérature avec succès; analyse générale; lecture silencieuse; analyse détaillée par la méthode discursive; synthèse du paragraphe; synthèse de l'ensemble; lecture orale.

Exercices d'application: mémorisation, dialogue, chant, dessin, composition.

Corrélation entre la littérature et les autres matières du programme.

Mémorisation: choix des morceaux, méthode à suivre.

Etude élémentaire de la versification: mesure, rime, rythme, musique du vers. Ce qu'on doit enseigner sur ce point au cours primaire et au cours secondaire. Utilité des ces connaissances pour mieux comprendre et mieux apprécier la poésie.

La bibliothèque scolaire: choix des livres; divers moyens de développer le goût de la lecture et d'en faire profiter les élèves; organisation de la bibliothèque.

Formation littéraire de l'instituteur. Programme de lecture.

Ouvrages à consulter:

Poèmes pour l'enfance—Braunschvig.
Pour faire réciter nos petits—Dès.
Vers et prose pour les petits—Brès.
Manuel de littérature française—Desgranges (ou Calvet).
L'art des vers—Dorchain.
Le vers français, ses moyens d'expression, son harmonie—Grammont.
Comment on prononce le français—Martinon.

Traité pratique de la diction française—Georges Le Roy, de la Comédie française.

L'art de la lecture—Legouvé.

L'art de bien dire—Dupont-Vernon.

Récits à dire et comment les dire—Jean Blaize.

Pour bien lire et bien réciter—Jean Blaize.

COMPOSITION, GRAMMAIRE ET ORTHOGRAPHE

Composition.

Importance de la composition. But de l'enseignement de la composition à l'école primaire. Corrélation entre la composition et les autres matières du cours. Le développement du bon langage et du goût littéraire par l'étude de la composition.

La composition chez les commençants (première et deuxième années).

Le vocabulaire de l'enfant à son arrivée à l'école; nécessité de corriger et d'enrichir ce vocabulaire; tendances naturelles de l'enfant à mettre en oeuvre: curiosité, esprit d'imitation et désir d'expression.

Les divers exercices de langage; leurs avantages particuliers; méthodes à suivre:

(*a*) Reproduction d'historiettes: but de cet exercice; choix d'historiettes.

(*b*) Observation indirecte: rôle de l'image; choix des images; image "descriptive" et image "narrative".

(*c*) Observation directe: leçons de choses et causeries sur des sujets d'histoire naturelle; importance de rester dans le champ d'expérience des enfants.

(*d*) Leçons de conversation: narration d'expériences personnelles; jeux et amusements; vie scolaire; vie familiale, etc.; reproduction libre, en tout ou en partie, des leçons de lecture. "Toutes les leçons sont des leçons de langage." L'exemple du maître.

(*e*) Exercices de vocabulaire: noms des objets de la salle de classe, couleur, usage; la maison: parties, pièces, meubles, etc.; les vêtements; la ferme: bâtisses, animaux, machines agricoles, etc.; importance du groupement logique des mots; réponses des élèves sous une forme complète; emploi des mots *voici, voilà.*

La composition en troisième et quatrième années.

Le programme des classes inférieures suivi et augmenté. Transition de la composition orale à la rédaction: préparation, obstacles à surmonter; transcription. Mécanisme de la composition: la proposition, la phrase, le paragraphe; enseignement de la ponctuation quand l'occasion s'en présente.

Rédactions de quelques lignes sur des sujets tels que *mon chien, ma poupée, mon crayon, mon cahier,* etc.; petites lettres; courtes descriptions ou narrations suggérées par des images.

La composition dans les classes plus avancées.

Le programme des quatre premières années adapté à ces classes moyennes et supérieures: reproduction orale et écrite d'historiettes racontées par le maître ou suggérées par des images; narration d'expériences personnelles; lettres: comptes-rendus des leçons de lecture, d'histoire, de géographie, etc.

Introduction à la composition proprement-dite. Les trois opérations fondamentales: invention, disposition, expression; les principaux genres de composition écrite à l'école primaire: la lettre, la narration, la description facile; choix des sujets; plan et brouillon de la composition; refonte; usage du dictionnaire; le cahier de composition; la lecture supplémentaire et la composition.

Les qualités essentielles du style qu'il faut inculquer aux élèves: naturel et simplicité, clarté, correction, précision, ordre, variété des tournures; importance d'habituer les élèves à s'exprimer par des phrases courtes; mise en garde contre l'emploi immodéré des adjectifs.

Correction et évaluation des devoirs de composition: correction collective et correction individuelle; la part des élèves dans la correction; le compte-rendu du maître.

Le professeur fera, avec les élèves, une étude détaillée du programme de composition française pour les écoles primaires (circulaire 46).

Ouvrages à consulter:

Mes premières leçons de rédaction—F.S.C.
La rédaction française—F.S.C.
Pédagogie théorique et pratique—Ross.
La composition à l'école active—Poriniot.
Pédagogie vécue—Charrier.
Manuel du Bon Parler—Blanchard.
Comment raconter des histoires à nos enfants—Bryant.
La pratique du vocabulaire et de la composition, cours élémentaire, livre du maître—Amand.
La composition française—Deschamps.

Grammaire.

Définition exacte de la grammaire telle qu'on l'entend aujourd'hui. Son objet: classification, flexion et syntaxe. Son utilité.

Vue d'ensemble de la matière à enseigner. Répartition de cette matière entre les différentes classes du cours primaire et du cours secondaire.

Principes généraux: l'enseignement doit être intuitif, simple et élémentaire, adapté à l'avancement des élèves, raisonné et pratique.

Méthode inductive-déductive. Préparation de la leçon; matière à enseigner; façon de diriger l'effort des élèves en questionnant; généralisation; application. Illustration de la méthode: leçons portant sur divers points de classification, de flexion, de syntaxe.

Analyse de la phrase en propositions. Analyse de la proposition en ses éléments: sujet, verbe, attribut, compléments. Analyse grammaticale. Utilité de ces exercices. Méthode orale. Méthode graphique. Méthode synoptique.

Corrélation entre la grammaire et les autres matières, particulièrement la lecture, l'orthographe et la composition.

Leçons de classement—attention spéciale au classement du verbe.

Leçons sur la flexion des mots variables: le nom l'adjectif, le verbe. Etude approfondie de la conjugaison. Répartition de cette étude entre les différentes années du cours primaire. Formation des temps. Verbes irréguliers. Exercices oraux de conjugaison. Etude inductive de la conjugaison écrite.

Syntaxe—Montrer que chaque mot a sa fonction dans le langage. Leçons inductives sur l'accord: accord de l'adjectif, accord du verbe, accord du participe. Employer des exemples usuels.

Ouvrages à consulter:

Le bon usage, grammaire française—M. Grevisse.
Programme de grammaire française—Charbonneau et Laplante.
Traité de pédagogie—Carré et Liquier.
Pedagogie vécue—Charrier.
Traité de pédagogie—Haustrate et Labeau.
Pédagogie théorique et pratique—Ross.

Orthographe.

But de l'enseignement et utilité pratique de l'orthographe. Initiation à l'orthographe d'usage par la lecture et la transcription. Premières dictées, composées surtout des mots phonétiques de *Frou-Frou et Fin-Fin,* du *Premier livre de lecture* et de quelques mots non-phonétiques d'usage courant.

Premières notions d'orthographe grammaticale apprises par l'observation et la répétition durant les quatre premières années du cours primaire. Longueur et fréquence des leçons.

Etude de l'orthographe d'usage dans les cours plus avancés. Les règles les plus faciles de l'orthographe d'usage. Méthode sensorielle: fixation de l'orthographe d'une mot dans la mémoire par la vue, l'ouïe, l'articulation et le toucher. Choix et groupement des mots pour l'enseignement de l'orthographe. Epellation.

L'enseignement de l'orthographe par corrélation; la leçon de vocabulaire utilisée comme leçon d'orthographe.

La dictée: application des notions d'orthographe grammaticale aussi bien que des connaissances d'orthographe d'usage. Vocabulaire de la dictée. Manière de donner et de corriger la dictée. Correction individuelle: la liste des fautes des chaque élève. Révision et concours. Usage du dictionnaire.

Le professeur initiera les élèves à l'emploi des manuels approuvés par le ministère de l'Instruction publique.

Ouvrages à consulter:

Traité de pédagogie—Carré et Liquier.
Pédagogie théorique et pratique—Ross.
La crise de l'orthographe—Poriniot.
Pédagogie vécue—Charrier.

COURSES IN ENGLISH

Introductory:

Stages in the acquisition of the mother-tongue by children: (i) understanding the spoken language; (ii) using the spoken language; (iii) understanding the written and printed symbols; (iv) using the written symbols in the free communication of thought. The attainment of the above objectives the main problem in teaching English to French-speaking pupils; the Natural or Direct Method as a means of realizing these objectives, i.e., of teaching French-speaking children to *speak, read* and *write* English in a manner parallel to that in which the mother-tongue is acquired; conditions facilitating the task; the peculiar aptitude of French-speaking children in acquiring English; skill and perseverance on the part of the teacher; co-operation of teachers, inspectors, and parents.

SPEECH, READING, AND LITERATURE.

1. Primary reading stage.

The place of reading in the learning of language by children; the processes involved in an act of reading; when to begin English reading with French-speaking pupils; the attainments which such pupils should have on beginning this work;

reasons for differences in procedure from that adopted with English-speaking children; suitable materials for the early reading lessons; correlation with other phases of language work; the use of the blackboard and of reading charts; teaching of specific and relative words; necessity of clear understanding, correct articulation, accurate pronunciation, and expressive utterance; how to secure a proper graduation of the reading lessons; special drills on phonic values different or absent in French; when to introduce the Primer; the place and value of silent and sight reading lessons; dramatization of lessons read; suitable seat work exercises. The early approach to literature; stories within the capacity of French-speaking pupils to understand and enjoy; simple rhymes and verses: oral narration, dramatization, and drawing by the pupils as outlets for free self-expression.

2. Correction of faulty speech.

Common speech defects, with special attention to those arising from differences existing between English and French, viz—letter substitutions, omissions, additions, and interpolations. Treatment of speech disturbances due to physical or emotional causes: lisping, nasality, stuttering, stammering.

3. More advanced classes.

Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; silent reading, its importance and limitations; oral reading; means of securing natural, interpretative expression; principal elements of expression: correct pronunciation, clear articulation, proper emphasis, grouping, rate, inflection, pause, etc.; choral reading, methods of conducting, use and abuses; value of audience reading; common reading faults on the part of both teacher and pupils and how to correct them; the place and limitations of imitative reading; methods of developing in the pupils the habit of reading for thought and for pleasure; reading as a means of fostering a taste for good literature; the value and use of supplementary reading in connection with the various activities of the school programme.

Literature lessons properly so-called; the teaching of short prose and poetical selections largely of the descriptive-narrative type; importance of the teacher's recognition of the difficulties experienced by French-speaking pupils in their study of English, viz—new vocabulary, unfamiliar phraseology, recurring difficulties of pronunciation, articulation, etc. Lesson technique, with frequent illustrations of accepted methods; special attention to such forms of expression as will increase the pupil's facility in using English and promote a liking for English literature; intelligent correlation of literature lessons with other branches of study; methods of handling longer works of poetry and prose adapted to the abilities of French-speaking classes in the higher grade levels; adjustment of procedure to meet the needs of ungraded schools.

Books of Reference:

Amoss and DeLaporte: *Training Handicapped Children.*
Departmental Publications:
Programme of Studies Grades I - VI, VII - VIII.
Literature Manual.
The School Readers for the Grades.
The Teaching of English to French-speaking Pupils.
Clark: Interpretation of the Printed Page.
Stone: Silent and Oral Reading.
Storm and Smith: Reading Activities in the Primary Grades.

Tiegs: The Management of Learning in the Elementary School.
Harrison: Reading Readiness (revised edition).
Gates: New Method in Primary Reading; The Improvement of Reading.
Luke: The Teaching of Reading by the Sentence Method.
Patterson: Teaching the Child to Read.
Watkins: How to Teach Silent Reading to Beginners.

COMPOSITION, GRAMMAR, AND SPELLING.

1. Oral Composition.

Importance of the work in the second term of the first school year as the basis of the superstructure to be erected in later years; the work to be almost exclusively oral; suitable materials; typical lesson procedure; underlying principles of the Direct Method to be learned through objective and illustrative teaching; importance of clear ideas of meaning and pronunciation of words; frequent attentive repetition; necessity of attention to individual pupils to secure clear understanding of meaning and correct articulation; ultimate end, the immediate association of the idea with the language symbol; importance of lesson content; improvement in lesson technique to be secured by teachers-in-training through classroom practice in presenting various lesson topics.

Oral English in the second school year; change in purpose and method as determined by the development of the pupil's experience and powers; necessity of exercises to secure connected, sequential expression; use of familiar objects, personal experiences, short stories, pictures, materials of reading lessons and other school subjects as a means of securing practice in free oral expression; illustration of type lessons and discussion thereof.

Similar work to be systematically carried out in all succeeding years, continuous progress evidenced by extension of the pupils' vocabulary, fluency of expression, clearness of articulation, correctness of pronunciation, and accuracy of language forms; need for special exercises to enable French-speaking pupils to overcome characteristic difficulties, e.g., verb forms, prepositions, pronouns, phrases; increasing importance of the use of English as a stage in the development of lessons in other school subjects.

2. Written Composition.

When and how to begin; precautions to be taken in making the transition from oral to written work; nature of the early written compositions; use of the blackboard; study of materials within the range of the pupil's experience and powers; correlation with reading, transcription, and spelling.

Modifications of method in keeping with the increasing power of the pupils in written expression of thought; necessity of a variety of materials including stories for written reproduction; pictures suggestive of stories; description of personal experiences, real or imaginary; stories about familiar objects and animals; stories based on familiar themes; expansion of stories given in outline; imaginary autobiographies of familiar things; partially-told stores for completion; stories to illustrate proverbs; written reproduction of material furnished by the lessons in other school subjects; letter-writing, with special attention to form and style; planning and writing original compositions.

Illustration and discussion of the following points with teachers-in-training: the value of compositions written in class; the place of home-work in written composition; preparing the pupils to write a composition; conducting the writing

in class; conducting a class criticism of a pupil's composition; marking and evaluating written work; the use of models for written essays; composition standards for the various grades.

3. Spelling.

The nature of spelling and its place as a school subject; all methodology to focus upon the establishment of accurate spelling habits; inherent difficulties of English spelling; special consideration to be given to such features as occasion errors by French-speaking pupils; prevention versus correction; informal spelling in the primary school stage to be learned through systematic correlation of the various phases of language work; formal spelling lessons, when to begin and how to conduct; use of the authorized Speller.

4. Grammar.

The relative facility of English grammar for French-speaking pupils who already have a "grammar sense" resulting from the study of their own language; the course in English grammar and methods of procedure to be modified in the light of the above; avoidance of unnecessary duplications with regard to similarities of function in French and in English; differences in nomenclature to be learned incidentally; emphasis to be laid on grammatical constructions and uses which have a direct bearing on the pupils' understanding and use of the English language; importance of purposeful applications by the pupils of the newly-learned principles in connection with oral and written activities; typical lesson procedure; the inductive-deductive processes; as far as possible, the illustrative lessons to be so conducted as to constitute a refresher course in grammar for teachers-in-training.

Books of Reference:

Ontario Teachers' Manuals: *Composition and Spelling.*

The Teaching of English to French-speaking Pupils.

Bates: Talks on the Writing of English.

Blaisdell: Ways to Teach English.

Dickie: Modern Practice in the Teaching of Composition.

Diltz: Models and Projects for English Composition.

Diltz and Cochrane: Sense and Structure in English Composition.

French: Writing.

Forester and Steadman: Sentences and Thinking.

Hatfield, Lewis, Thomas, Woody: Junior English Activities, Books I and II (American Book Co.)

Wield: Spelling under Topics.

Trommer and Regan: Directing Language Power in the Elementary School Child.